
VAISHNAVA TRAINING & EDUCATION

Course Material

STUDENT'S HANDBOOK

for Teacher Training Course One

The International Society for Krishna Consciousness

Founder - Acharya: His Divine Grace A.C. Bhaktivedanta Swami Prabhupada

CONTENTS

Student Handbook, Teacher Training Course One

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Using this Handbook

Welcome to the VTE Teacher Training Course and to your Student's Handbook, which you'll be using over the next six days. In here you'll find concise reference notes on many aspects of teaching, for use both during and after the course. Therefore, please look after this booklet (perhaps putting your name on the front to avoid losing it). Further copies can be ordered from the VTE, whose details are listed below.

Please note that we've included here two copies of the Lesson Outline Sheet (pages 50 & 51). We suggest that you use one during the course and keep the other for future photocopying. This template is also available from the VTE on disk.

Within the appendices you'll find your Daily Journal which you can use throughout the course to record your thoughts, queries, realisations etc. You may wish to work on it for a few minutes each evening.

Please also take a minute or two after each lesson to fill in the Daily Assessment Sheet (pages 63-65), and do remember to hand them in at the end of the course. This will help us to continually improve the course and to offer you a higher quality service.

If you have any queries, please do not hesitate to contact us (see below). In the meantime, all best wishes for the course and in your continuing service to Srila Prabhupada.

Rasamandala Das
(Teacher Training and Curriculum Development)

P.S. This booklet contains more material than we will cover during the course. There is no need to be concerned about this—it allows for the facilitators to cover points according to their preference and specific student needs. Most topics only partially covered in this course will be further explored in the next one (Teacher Training Course Two). If and when you attend, please remember then to bring this handbook with you.

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Teacher Training Course 1

Course Outline

Day One

Lesson 1	Introductions/Expectations/Norms/Overview
Lesson 2	Positive and Negative Learning Experiences
Lesson 3	Speaking Skills (1) - Theory
Lesson 4	Speaking Skills (2) - Practical Workshops

Day Two

Lesson 5	Three Facilitation (teaching) Styles
Lesson 6	Facilitation Methods
Lesson 7	Facilitation Skills
Lesson 8	Facilitation Workshops

Day Three

Lesson 9	Empathic Listening
Lesson 10	Car Park/Review of Week So Far
Lesson 11	Study/Recreation Period
Lesson 12	Temple Building Exercise

Day Four

Lesson 13	Effective Use of Learning Resources
Lesson 14	Aims and Objectives 1 (theory)
Lesson 15	Aims and Objectives 2 (assignments)
Lesson 16	Writing Lesson Outlines/Plans

Day Five

Lesson 17	Assessment and Oral Feedback
Lesson 18	Working on Assignments
Lesson 19	Presentations with Feedback (1)
Lesson 20	Presentations with Feedback (2)
Lesson 21	Presentations with Feedback (3)

Day Six

Lesson 22	Presentations with Feedback (4)
Lesson 23	Presentations with Feedback (5)
Lesson 24	Presentations with Feedback (6)
Lesson 25	Review of Week/Car Park Session
Lesson 26	Evaluation of Week/Awards

TTC1 - Detailed Course Schedule

Day One

	15 mins	Distribute Materials and Kirtan	
Lesson 1	90 mins	Introductions/Expectations/Norms/Overview	9.45 - 1.00
Lesson 2	75 mins	Positive and Negative Learning Experiences	
Lesson 3	90 mins	Speaking Skills (1) - Theory	
Lesson 4	75 mins	Speaking Skills (2) - Practical Workshops	3.00 - 6.00

Day Two

	15 mins	Review of Day One	
Lesson 5	90 mins	Three Facilitation/Teaching Styles	9.45 - 1.00
Lesson 6	75 mins	Facilitation Methods	
Lesson 7	60 mins	Facilitation Skills	
Lesson 8	105 mins	Facilitation Workshops	3.00 - 6.00

Day Three

	15mins	Review of Day Two	
Lesson 9	90 mins	Empathic Listening	9.45 - 1.00
Lesson 10	75 mins	Car Park/Review of Week So Far	
Lesson 11	75 mins	Study/Recreation Period	
Lesson 12	90 mins	Temple Building Exercise	3.00 - 6.00

Day Four

	15 mins	Review of Day Three	
Lesson 13	90 mins	Effective Use of Learning Resources	9.45 - 1.00
Lesson 14	75 mins	Aims and Objectives 1 (theory)	
Lesson 15	90 mins	Aims and Objectives 2 (assignments)	
Lesson 16	75 mins	Writing Lesson Outlines/Plans	3.00 - 6.00

Day Five

	15 mins	Review of Day Four	
Lesson 17	75 mins	Assessment and Oral Feedback	9.45 - 1.00
Lesson 18	90 mins	Working on Assignments	
Lesson 19	65 mins	Presentations with Feedback (1)	
Lesson 20	65 mins	Presentations with Feedback (2)	3.00 - <u>6.35</u>
Lesson 21	65 mins	Presentations with Feedback (3)	

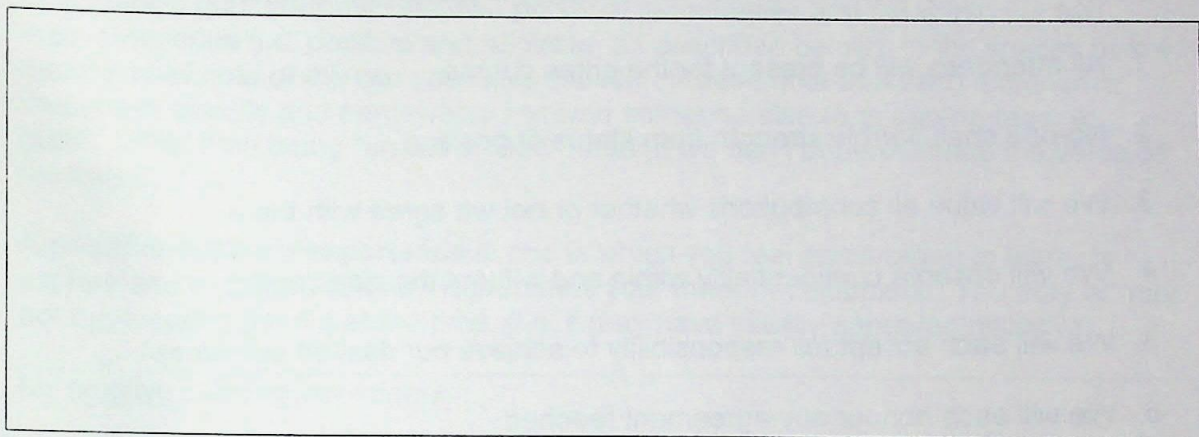
Day Six

Lesson 22	65 mins	Presentations with Feedback (4)	
Lesson 23	65 mins	Presentations with Feedback (5)	<u>9.30 - 1.05</u>
Lesson 24	65 mins	Presentations with Feedback (6)	
Lesson 25	75 mins	Review of Week/Car Park Session	
Lesson 26	90 mins	Evaluation of Week/Awards	3.00 - 6.00

NB: *Times listed here are recommendations only. Your course facilitator will inform you of any changes, of which we recommend you make a note here.*

Expectations and Outcomes

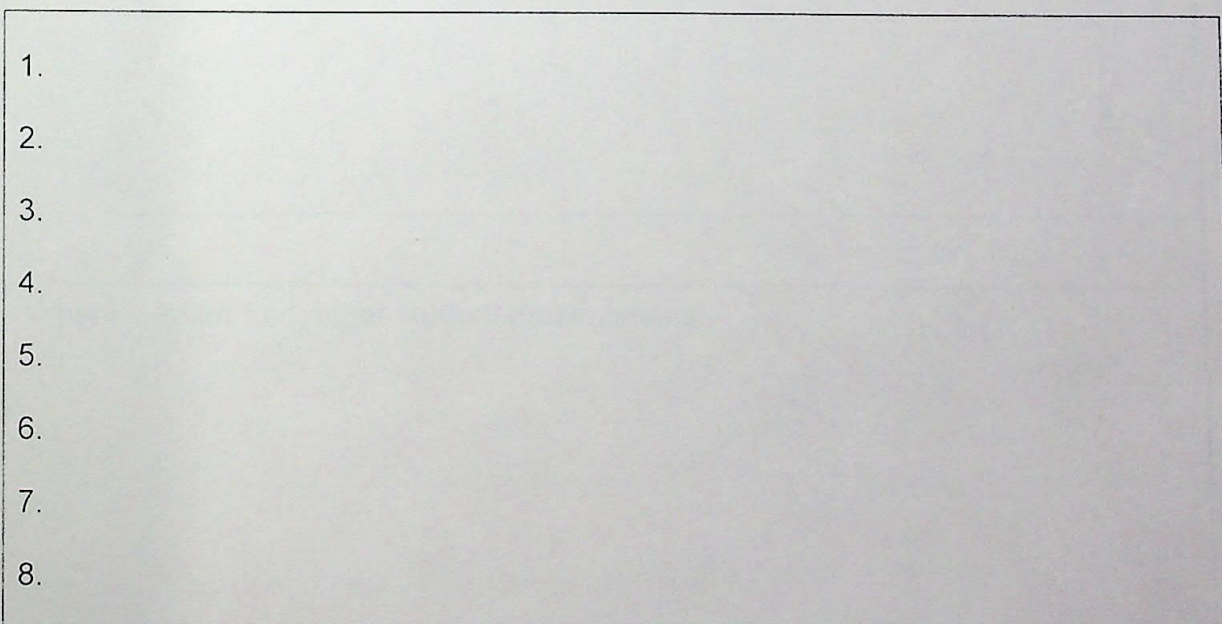
Aims - why I came to this seminar:



My teaching confidence level: 0 1 2 3 4 5 6 7 8 9 10

Objectives - by the end of this seminar I will be able to:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

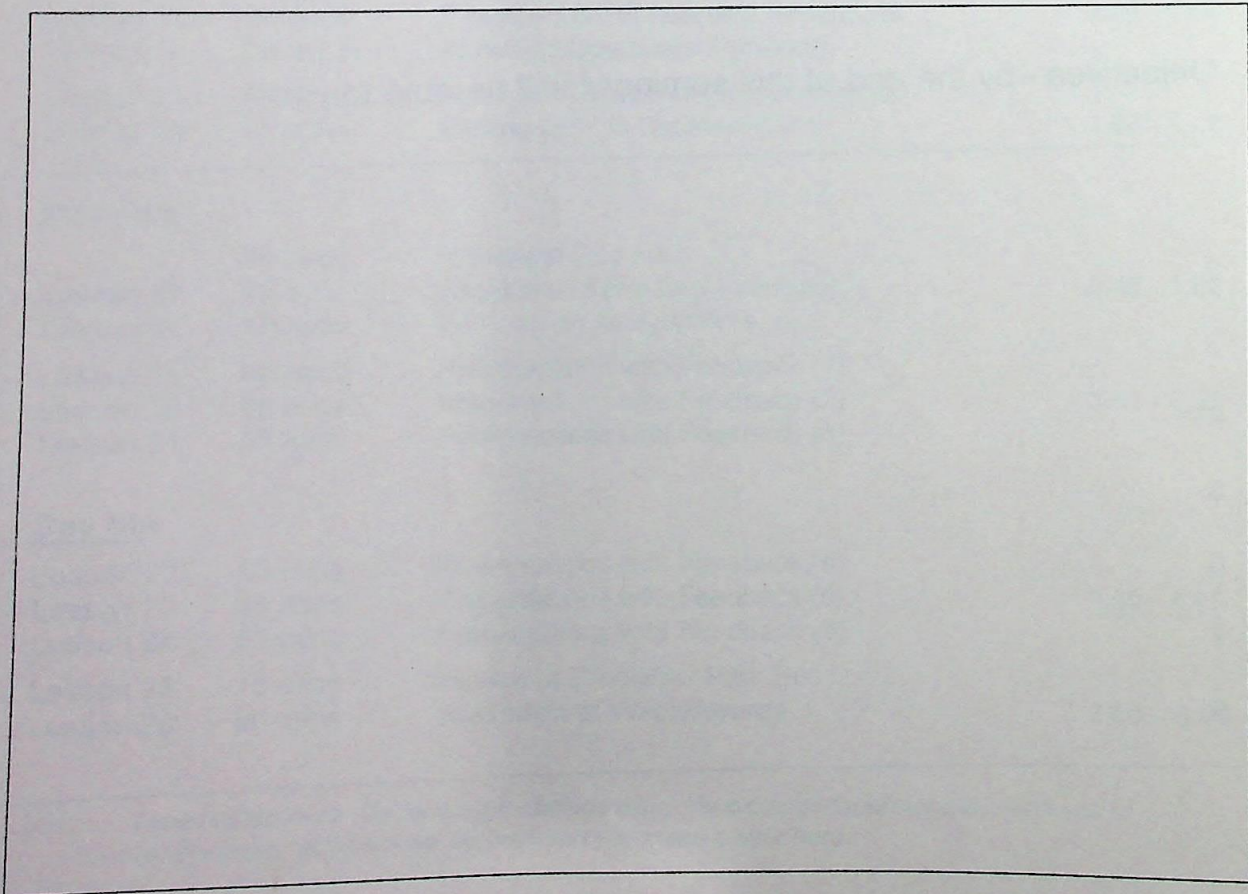


Norms for Classroom Behaviour

The following eight norms are standard for VTE courses. In this course, we will briefly explore the underlying rationale. Please assess whether you are happy to accept them. If you wish, use the box (bottom) to make further notes.

1. All attendees will be present for the entire course
2. No-one shall borrow strength from status or position
3. We will value all contributions whether or not we agree with them
4. We will observe confidentiality within and without the classroom
5. We will each accept full responsibility to achieve our desired outcomes
6. We will each honour any agreement reached
7. We will confront issues or behaviour, not people
8. We respect the right of the individual to withdraw, without stating reasons, from any exercise which makes them feel unduly uncomfortable

You may wish to include below the specific behaviour that contravenes each norm.



Positive and Negative Learning Experiences

Exercise:

First identify from your own life, two personal experiences that fall within our two main categories (i.e. positive and negative, as described below). In the spaces below make a brief note of the two you have chosen. Please note that each experience must have directly and perceivably involved someone else (e.g. parent, teacher, guru), rather than being "an act of God" (though we don't underestimate the value of the latter!)

A **positive learning experience** is one in which you feel encouraged to learn, to explore and to inquire further. It promotes your inner-development. You may or may not have appreciated it at the time, (i.e. it may have initially appeared negative).

My positive learning experience::

A **negative learning experience** is one on which you felt your spirit of inquiry to be stifled or crushed. It impedes your inner-development. It may not necessarily have appeared negative at the time.

My negative learning experience:

What I learned from other student presentations:

Lecturing and General Presentation Skills

My Challenges

For any type of teaching, whether dialectic or interactive, we require basic communication skills, particularly in speaking. Write down below your personal challenges and your strengths in speaking in public or before groups

My challenges in speaking before groups:	
1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

My strengths in speaking before groups:	
1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

The following guidelines may be useful in helping us overcome our challenges:

Guidelines on Lecturing

- Be prepared, either through assimilation or specific preparation. Read Srila Prabhupada's books regularly
- Dress neatly and appropriately
- Set up everything before you begin to speak. Crowd the audience together, if necessary
- Know your audience, show them respect and address their vital interest
- Speak on a subject about which you are enthusiastic and well-versed

Continued over page

- Open powerfully
- Stick to the theme
- Keep the audience's attention, particularly through eye contact.
- Gesture, don't fidget (especially not with the microphone)
- Talk like a live human being, naturally, as in conversation, only louder
- Be spontaneous, put your heart into it
- Speak in your own voice, don't imitate
- Don't use awkward sounding space-fillers (um, you know, like that, etc.). Pauses can be powerful
- Avoid beginning with apologies (unless absolutely necessary, then keep them concise and to the point)
- Don't be self-effacing; don't praise yourself
- Watch out for humour; it can backfire
- Use vivid and specific words. Imagery is especially effective (e.g. stories, analogies)
- Speak from personal experience, if possible
- Illustrate abstract philosophical points with examples
- Finish before the audience wants you to. Don't worry if they criticise you for it—it means they'll be back next time
- Don't use fancy language to gain prestige
- Avoid using adolescent or drug culture slang
- Choose your words (and pauses) deliberately
- Don't imitate Srila Prabhupada, either in pronunciation or grammar
- Avoid ISKCON lingo, and especially vague terms. Explain technical terms where appropriate
- Leave plenty of time for questions and answers
- Clarify the question, if necessary
- If you don't know the answer, say so. You can refer the inquirer to someone else in the audience or get back to them later
- Answer the question before you explain, not the other way round
- Answer the question asked, not another one

Preparing to Speak

RULE 1

You must have something to say

Experts tell us that the most important stages in preparation are the first three:

- (1) you have thought about the subject and evolved your own ideas/realisations
- (2) the ideas and realisations have grown and matured within you until...
- (3) now you have a message to get across and an inner urge to speak.

This fits perfectly with our means of preparation: to chant our rounds, follow the regulative principles, preach, regularly read Srila Prabhupada's books etc. One must have enthusiasm, conviction and patience.

Pran ache yar, sei hetu prachar.
"One who has life can preach"

RULE 2

Follow four essential steps

- (1) Find out about the occasion
- (2) Find out about the audience
- (3) Consider yourself
- (4) Pinpoint your theme

RULE 3

Make specific preparation where necessary

A. For scriptural classes in the temple

Consider:

- Do I have sufficient time to prepare (and ask for it if necessary)
- What is the main point of the verse and purport?
- What are subsidiary points?
- Do any of the Sanskrit/ Bengali words or word-for-word meanings give me special insights?

Continued overpage

- Can I think of scriptural references to back up the main point, subsidiary points etc
- Are there any relevant stories I could use to illustrate points?
- Do I have any personal experiences that illustrate a point?
- Are there any sentences or paragraphs which strike me as especially significant?
- Is there anything that strikes me as relevant to my own life, to preaching or to ISKCON?

Tips

- Don't prepare word for word
- The exception may be your opening lines
- Jot down your main ideas
- Stick to the main theme
- Alternatively go through the subsidiary points one by one.
- Have more material than you need
- Don't prepare too rigidly
- Don't prepare right up to the last moment - allow yourself to relax or enjoy the kirtan before class, knowing that you are prepared
- If you use notes, get them organised and know what's there before you start

B. For special talks

- be careful about just "winging it"
- do background research if necessary
- discuss the topic with others
- use cards rather than paper (if necessary)
- run through your talk, visualising the response you desire

Building Confidence

Things you should know about Speaking in Public

- You are not unique in your fear of speaking in public
- A certain amount of stage-fright is useful. Don't fight it but take it as an indication to prepare. It also indicates a degree of respect for the audience and the occasion. Cool speakers often evoke a cool response.
- Most experiences speakers never completely lose all nervousness.
- Only the prepared speaker deserves to be confident (but don't prepare word-for word, except perhaps for the opening sentence or two).
- Be prepared through strict *sadhana* and regular reading.
- Condition yourself to success - visualisation can be helpful.
- Don't prepare right up to the last minute. Take a break just before speaking to relax, socialise or concentrate on chanting Jaya Radha Madhava.
- Depend on Krishna (but only if you've done the necessary preparation!)
- Feelings of inadequacy usually come from a lack of training - take the trouble to acquire the necessary skills.
- Have something you strongly desire to communicate. Abraham Lincoln confirms, "I believe I shall never be old enough to speak without embarrassment when I have nothing to say".
- Using visual aids is one technique for diverting the audience's attention away from yourself. A better way is complete absorption in your subject and a burning desire to communicate it to your audience.
- Remember - the audience is on your side. They want you to speak well.
- The chief cause of fear is a lack of experience. Seize every opportunity to speak in public.
- There is no such thing as failure - only room for improvement.

Brief on Three-minute "On-the-spot" Talking Exercise

This sheet may be useful in exercises where students practice speaking skills before the group.

1. Choose a subject

tips:

- speak from your own experience
- speak on a subject you are extremely well versed in
- tell us what life has taught you
- are you excited about this topic?
- do you have an urge to communicate it to others?

2. Speak for between two and four minutes

(either sitting or standing, as you prefer and as you consider appropriate)

3. Announce to the audience who they are before you start speaking

4. Try to give your talk an introduction, a middle and a conclusion

tips:

- don't memorise your talk word-for-word
- plan the main points you'd like to make (stories you'd like to tell, verses you'll quote, etc.)
- memorise your opening more precisely than the rest of your talk.

5. Keep in mind what you've learned so far about delivery

6. Listen to feedback without interrupting or otherwise reacting (you'll have chance to respond later)

Knowledge, Skills and Values

Experts tell us that there ~~are~~ *are* three categories within which fits everything we learn.

KNOWLEDGE - What we ~~can~~ *can* know (theoretical knowledge)

SKILLS - What we ~~can~~ *can* do (applied knowledge)

VALUES - How we ~~can~~ *can* be (realised knowledge)

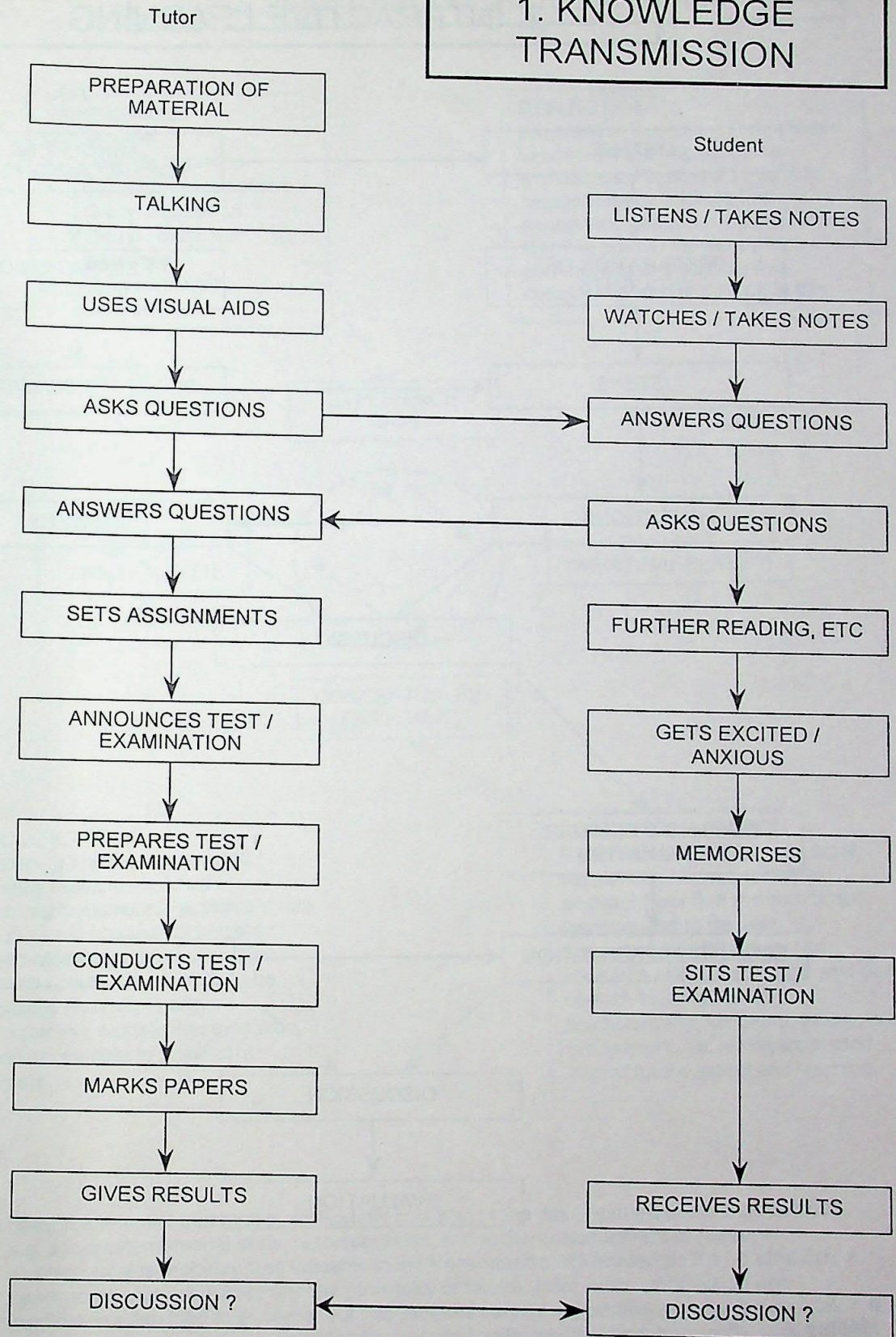
These three 'strands of ~~learning~~ *learning*' will run through any learning process. However, each develops and there ~~is~~ *is* to be different emphases at the various stages of learning, which are primarily ~~three~~ *three* (as shown in the table below).

1. Theoretical knowledge is ~~typically~~ *typically* predominant at the beginning. This often involves not just information ~~but~~ *but* new conceptual models. However, training & education is ineffective ~~without~~ *without* the student possessing the requisite potential in terms of *guna* and *karma* ~~and~~ *and* aptitude).
2. During the second stage, ~~knowledge~~ *knowledge* evolves towards intellectual understanding, particularly though deliberate ~~application~~ *application* of skills. At this stage, the learner may notice how instinctive responses ~~are~~ *are* different from those desired, and how internal changes are required. (Keep ~~eye~~ *eye* out for this as we practice teaching!).
3. In the third stage, the ~~learning~~ *learning* is internalized and spontaneously applied in our lives. Application of skills ~~is~~ *is* no longer stilted, but fluid and natural. We realise our inner potential, our *sva-dharma* ~~becoming~~ *becoming* a teacher, a lawyer, or a pure devotee.

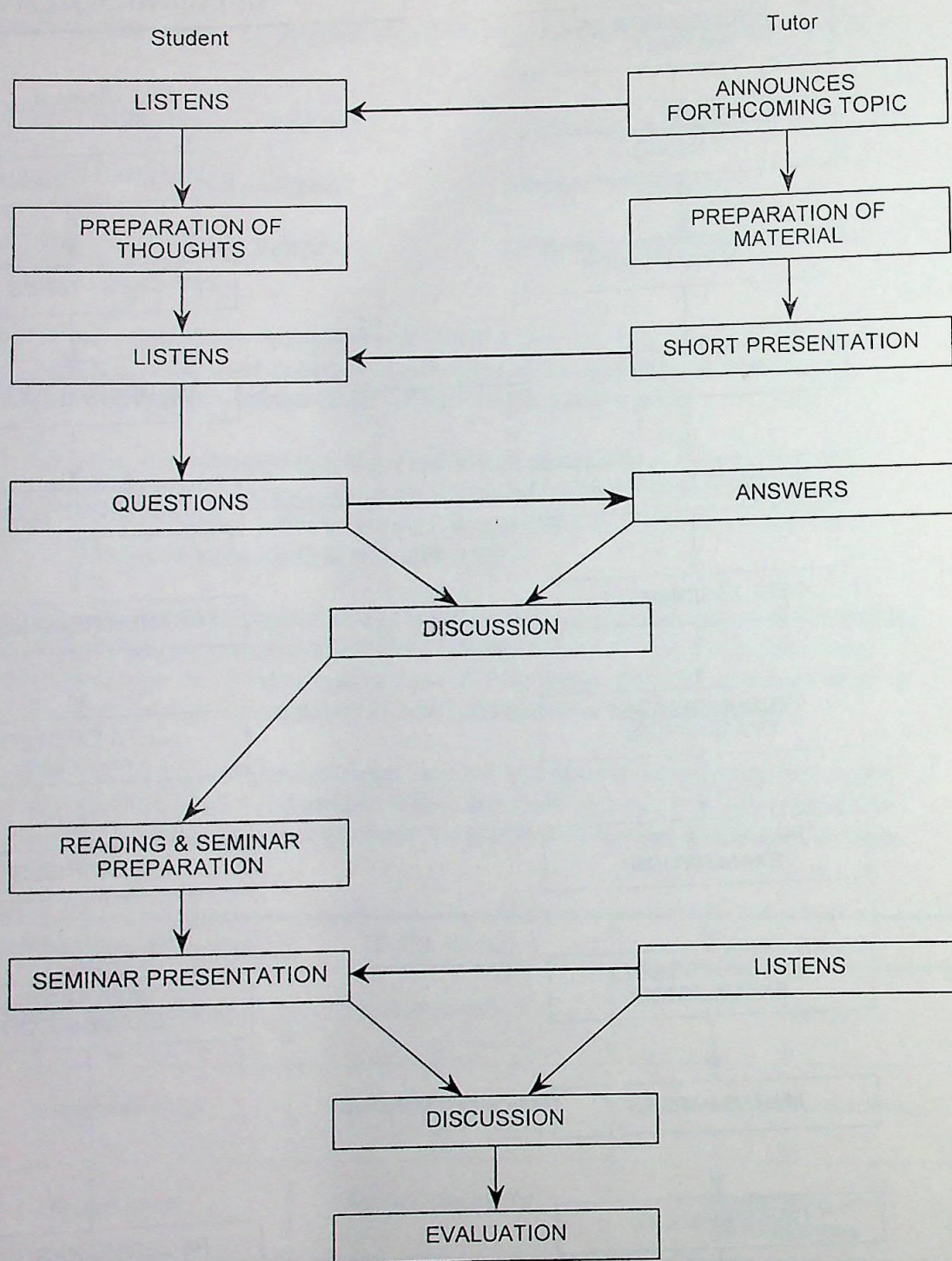
Knowledge (to know)	Skills (to do)	Values (to be)
Theoretical knowledge ↓	Latent abilities ↓	Innate qualities ↓
Understanding ↓	Developing these skills ↓	Removing 'unwanted things' ↓
Realisation	Application in life	Manifesting all good qualities

Different teaching methods ~~can~~ *can* be more or less appropriate at these different stages and for the different ~~stages~~ *stages* (knowledge, skills and values) and should be chosen accordingly. In this ~~case~~ *case*, we place much emphasis on choosing the right 'learning experiences' ('learning experiences' is a learning-centred way of saying teaching methods; remember, ~~education~~ *education* is all about learning, not teaching!).

1. KNOWLEDGE TRANSMISSION



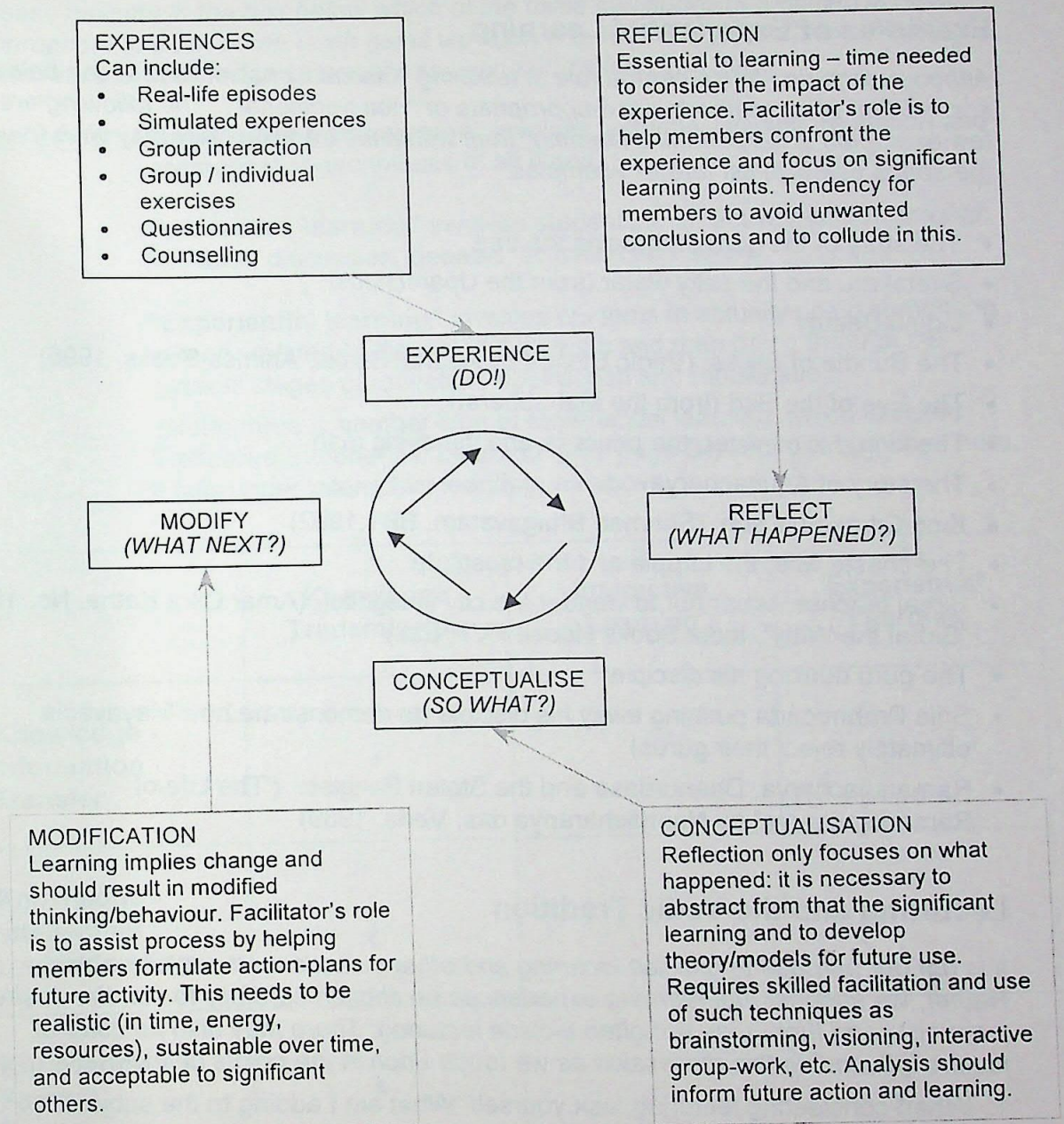
2. INTERACTIVE LEARNING



Notes:

1. This is just one example of interactive learning. Not all will follow the same pattern.
2. The third category (next page) is a specific category within interactive learning (i.e. there are two broad categories of learning; in the first the student is more passive, and in the second takes a more active role).

3. EXPERIENTIAL LEARNING



Note: Experiential Learning is particularly powerful in the development of skills of all kinds, e.g. social/interpersonal skills, technical skills, and in the enhancement of personal awareness. It is probably less valuable in the transmission of knowledge. To be effective, it needs to involve risk-taking and the possibility of failure, from which abstraction and modification can lead to success, but this requires careful supportive work by the facilitator; it also needs time for the experience to be repeated, with modification, frequently, until the skill becomes internalised as part of normal behaviour.

Styles of Learning from The Vedic Tradition

Examples of Experiential Learning

Although lecturing has a central role in teaching Krishna Consciousness (see below), it is not that other methods are inappropriate or "non-traditional". The following are a few examples of "experiential learning" from within the tradition. You may wish to use the space below to list further examples:

- The story of the guru embracing the tree
- Svetaketu and the salty water (from the Upanishads)
- Liquid Beauty
- The Bundle of Sticks. (Vedic Stories by Ananta Shakti, Ahimsa Books, 1996)
- The Eye of the Bird (from the Mahabharat)
- The king, his minister, the princess and the dying man
- The story of Arjunacharya
- King Citraketu's son (Shrimad Bhagavatam, BBT, 1992)
- The chaste wife, the cripple and the prostitute
- Birbal teaches Akbar not to wander the city incognito. (Amar Citra Katha, No. 152, "Birbal the Witty", India Books House PVT, Ltd.)
- The guru dunking his disciple
- Srila Prabhupada pushing away his disciple (to demonstrate how Mayavadis ultimately reject their gurus)
- Ramanujacharya, Dhanurdasa and the Stolen Bangles. ('The Life of Ramanujacharya' by Naimasharanya das, Veda, 1989)

Lecturing and the Vedic Tradition

It is not our purpose to criticise lecturing and other didactic methods of teaching. Rather, we suggest that learning experiences be chosen carefully to suit the desired learning – and that these will often include lecturing. There may also be cultural factors influencing this discussion as we touch upon in the points below:

1. When considering lecturing, ask yourself 'What am I adding to the subject?'
Could not students (especially adults) read about the topic themselves, thus saving valuable classroom time?
2. Although students are externally passive during lectures, they should be internally active and alert.
3. Some people, especially if spiritually under-developed, may not be internally alert. Lifestyle choices may shorten their attention span, and they require more visual stimulation (e.g. in a manner similar to TV and computer games).
4. For ISKCON devotees, a lecture does not take place in a vacuum. Not only can there be a preceding spiritual programme, but the talk falls within a broader context. An expert lecturer not only refers to scripture, but draws from personal realisation, making the subject accessible to others. The listener will relate topics to his/her life experiences, and carry forward the learning into daily service. A good lecture is experiential in its own way.

Selecting Teaching Methods (Worksheet)

Please indicate in the box below which of the three categories of teaching is most appropriate to each of the three items we learn (i.e. Knowledge, Skills and Values). Note that the Knowledge category has been sub-divided into three.

Remember: “**Knowledge transmission**” involves lecturing, reading, repetition and memorisation techniques of all types.

“**Interactive learning**” involves students in an active manner, through research, discussion, debates, teaching and so on.

“**Experiential learning**” involves students in actually doing something *directly related to the desired learning* and then going through the cyclical stages of reflection, abstraction and modification.

(Note: there is another type of experiential learning, which is called ‘Reflective Experiential Learning’ (see page 34). For our purposes here, it falls under Interactive learning, as above.

	1 Knowledge Transmission	2 Interactive Learning	3 Experiential Learning
Knowledge - Information Transfer	1		
Knowledge - Intellectual Understanding	2	1	
Knowledge – Factual Realisation	3		2
Skills	4		1
Values	5		

Facilitation Methods

Facilitation, as opposed to mere didactic teaching, involves a wide range of methods. Many consist of only limited input by the facilitator followed by individual or group processes. They are therefore less predictable than in teacher-centred learning. Any educational process may include a number of such methods, which include:

1. **Lecturing.** Make it clear if you don't want to take questions during any talk. Consider a question and answers session afterwards, for which you can brief students. Use 'mini -lectures'. (See also page 20 for more information on lecturing.)
2. **Whole class discussion.** Difficult to execute but effective and useful in promoting involvement, broadening understanding and bringing the whole class to the same point.
3. **Group tasks.** They often include much discussion, which may be leaderless (although leaders always emerge) or directed; structured (i.e. with set questions and set outcomes) or unstructured (i.e. totally free). Usually require careful planning and focused tasks. May include problem-solving exercises.
4. **Making presentations** (individual or group). Often used after setting group tasks, and essential for bringing results to whole class. Can be time-consuming, poorly performed and repetitive. They require creativity and careful planning, with focused tasks/questions.
5. **Working in pairs.** Safe, unless overdone. They almost always create a good atmosphere. Especially useful as buzz-groups, getting students reflectively involved with a new topic.
6. **Simulation exercises**, often involving role-play, in which the removal from reality makes error safe and promotes experiential learning
7. **Brainstorming**, i.e. allowing "flow of consciousness" to generate new perceptions of issues. Real brainstorming prohibits any evaluation of contributions. It is often used in a qualified manner, to get student actively involved, generating own ideas and conclusions.
8. **Demonstrations**, e.g. "fishbowl" activities, or showing something practical like changing the wheel of a car.
9. **Student Research**, gets student involved, promotes responsibility for learning and saves valuable classroom time.
10. **Playing games.** These help make learning fun and can also be effective energisers.

You may wish to list more methods below, useful for future reference.

Facilitation Skills

The success of a group significantly depends on itself, but the facilitator has a vital role to play in encouraging success. Some of the skills needed are:

1. **The ability to create a trusting environment**, in which it is safe to express oneself. This requires:
 - (i) Personal and values skills such as:
 - a. non-judgmental behaviour
 - b. personal security and lack of defensiveness
 - c. willingness to listen
 - d. willingness to value others' opinions.
 - (ii) Appropriate resources, especially an atmosphere conducive to learning and one which meets students' basic needs. This may include sufficient light, fresh air and refreshments. Background music may help create the right ambience.
 - (iii) Accurate expectations of the course. This depends largely on your advertising. Remember that broken expectations is a significant factor in breaking down relationships; similarly clear, well-communicated aims will ensure that you have students who should be there – and want to be there!

The trust the student has in the facilitator (and the trust the facilitator places in the student), are perhaps the most essential keys to effective learning.

2. **Basic communication skills** i.e. speaking and listening.
It's important to be able to hold students' attention and to maintain high-levels of trust (which require both character and competence). An effective facilitator needs to be able to firmly take control in order to give it away.
3. **Competence in basic facilitation skills**
A facilitator needs to be able to maintain control (although this often requires letting go of a desire to predetermine the outcome). Additionally, he or she needs the ability:
 - a. To think on their feet and to be fluid and decisive in leading whole-class discussions whilst valuing everyone's contribution.
 - b. To clearly allocate group tasks and to circulate effectively (if needed) during such exercises
 - c. To debrief experiential learning by asking appropriate questions
4. **The ability to keep the group on track**
It's easy for groups to become waylaid. The facilitator's role is to lead them towards their goals. Specifically it requires the ability to move through an agenda or lesson plan (if there is one) and to simultaneously open up for discussion where appropriate.

5. **The capacity to allow group autonomy**, i.e. to "trust the group" and avoid interfering in, or unnecessarily controlling, group processes. The expert facilitator does indeed exercise control, but in appropriate and deliberate ways.
6. **The provision of appropriate resources**. A good facilitator has available a range of resources which can be used to satisfy new needs which arise out of the group process, e.g. ideas, materials, exercises, etc.

7. **An awareness of individual and group dynamics**

For example, to notice:

- (a) What norms are being broken
- (b) A student who appears to be losing interest
- (c) Who is dominating a particular group
- (d) When students look bewildered following an instruction

The facilitator's role is to bring such features to the notice of the group so that it can take appropriate action. He or she needs the ability to help the group avoid uneconomic and unhelpful behaviour. If this is not done well, inappropriate conduct destroys group autonomy and the faith of the student in the facilitator.

8. **The ability/courage to face group conflicts and facilitate their resolution.**

Interactive and participatory learning will undoubtedly lead to conflicts arising. The facilitator must not only be able to spot these (as above-mentioned) but must have the courage and skills to help resolve them (particularly by getting students to work them out themselves).

The facilitator may have to absorb group hostility. A feature of groups as they become more autonomous and mature is their rejection of dependence on the facilitator, and this often entails a period of resentment; allow this to work itself out - to fight may destroy the trusting relationship noted above.

9. **Time Management Skills**

The facilitator should always be aware of the time factor, in order to finish on time and to have the information necessary to make decisions regarding the direction of the session, any changes in plan, etc. (although here we focus on delivery, it's also essential to consider time factors in the planning stage).

10. **The ability to know one's own limitations** and to desist from taking on roles and tasks that are inconsistent with one's skills. Consider bringing in others who can compensate your shortcomings (e.g. good writers, artists, etc.)

You may wish to add further notes where appropriate above, or in the limited space below:

Further Guidelines on Facilitation

- The facilitator is like the conductor in an orchestra
- You take responsibility for the process, not necessarily the content. Draw knowledge and expertise from the students.
- Facilitating means “putting circles round the bullets”.
- Confusion is an essential prerequisite for learning. You cannot learn unless you fail (or, more exactly, appear to fail). However, poor facilitation should not be the cause of any confusion!
- The efficacy of communication is determined by the response you get. What is heard is important, not what is said. Take the trouble to find out whether you’re being understood. Don’t just say, “But I told you”.
- Get feedback from the group. A useful phrase is, “Does anyone want to say anything?”
- Get people to express feelings (not just thoughts).
- Always value feedback, then proceed...
- Clarify what is said by writing it down. Check it out with the group, though, to make sure the contributors are happy with what you write down.
- Make additions if essentials are left out. This is an important role and if you want to impart certain information and yet significantly draw knowledge from students.

Be careful, that in the name of valuing contributions, you accept them all without questioning them. Otherwise, not only will the students receive erroneous information but you will undermine the trust they place in you.

- Trust the group, e.g. by asking “What do you think of that?”
- Be a good listener.
- Use appropriate questions to identify, explore, clarify and confront.
- Promote feelings of unity in the group.
- Self-disclosure is a powerful tool for encouraging others to reveal their thoughts and feelings. Don’t force disclosure.
- The onus is on you to find out why someone doesn’t like you or get on with you.
- Be assertive, i.e. obtain your legitimate rights with dignity while respecting the dignity and rights of others. A useful phrase structure for doing this is:

“When you..... I feel.....so.....”

- It must be clear at each stage who is in control.
- When planning be sure what kind of control you have at any stage, e.g. hand over control to the group, keep it yourself, take a back seat, etc.
- Don't let a member of the group waylay any stage of the process once it's been agreed upon and initiated.
- After group work, demonstrate you value the results by using them.
- Communication: not-great communicators may put more emphasis on facilitation than teaching/lecturing (i.e. giving more control to the group).
- Apologising: it doesn't come across well and can be self-centred. You can still share points of confusion, but be confident in doing so. Avoid trying to hide it.
- Humour: be very careful because:
 - (1) it is usually directed at someone (you can direct it at yourself!)
 - (2) it can get out of hand.
- Groups go through four stages: Form/Storm/Norm/Perform.
- Factual knowledge is often best transmitted through handouts (given out before the workshop, seminar etc.). Why waste the group's time and your own with tasks that can best be done individually?
- Be punctual. Always start on time and even finish a little early. Never drag on.
- Don't over-explain everything - do it, as soon as possible.

Add some of your own tips below :

Facilitation Workshop

Difficult People in Groups

Some difficult people in groups, and suggestions for handling them:

ENTHUSIASTS who may become upset if you ignore their profuse contributions (especially in whole-class discussions). Always acknowledging their swiftly raised hands may frustrate other members. Appeal to their sense of worth by valuing their contributions but asking them to give others a chance to respond.

UNDER-CONTRIBUTORS who fail to get involved. Be careful to discern, and take steps to find out who is quietly alert and who has "switched off". Regularly ask for contributions from "any others" and speak privately to persistently reticent members.

DAY-DREAMERS and others who are persistently inattentive. Give positive attention to them. If persistent draw attention to your 'norms' (if any) and/or have a word in private with them.

AGGRESSORS who are out to get other people in the group, sometimes by drawing blood. Try to get rid of any genuinely hostile group members. If you cannot do this, ask for a reason for the hostility, which may draw aggression onto the facilitator.

DEFEATISTS who feel the problem is insurmountable and has no possible solution. Treat defeatism as a legitimate option—a constant 'no vote'—and seek out more positive contributions.

STARS who want all the attention. Give these people a task with a high profile, such as scribing the progress of the group discussion.

STORYTELLERS who are entirely wrapped up in their own personal experiences, which they feel they must share. Interrupt and ask for a contribution to the problem in terms of their own action. Cut short further stories.

CLOWNS who are in it for laughs, and may be sarcastic or sexually aggressive. Give them some responsibility and keep asking for opinions as you mainly disregard further jokes.

DOMINATORS who only want to run things and be in complete control of the group. Try delegating something of lesser importance. Consider getting rid of persistent offenders.

AXE-GRINDERS who relate everything to their pet obsession, whether or not this has anything to do with the topic. Restate the purpose of the group, and keep highlighting how irrelevant are their contributions.

Four Stages

Experts have identified four stages in facilitating groups, particularly in meetings

- (1) Welcome, introductions, briefing
- (2) Solicit feelings
- (3) Ask for suggestions
- (4) Discussion and decision making

Empathic Listening

Levels of Listening

When others speak, we listen at one of five levels: ignoring, pretend listening, selective listening, attentive listening, or empathic listening. People who listen at the first four levels often pursue personal motives. People who practice the fifth level of listening, empathic listening, try to discover what the other person really means and feels from his or her point of view.

- | | |
|------------------------|--|
| 1. Ignoring | Making no effort to listen. |
| 2. Pretend Listening | Making believe or given the appearance you are listening. |
| 3. Selective Listening | Hearing only the parts of the conversation that interest you. |
| 4. Attentive Listening | Paying attention and focusing on what the speaker says, and comparing that to your own experiences. |
| 5. Empathic Listening | Listening and responding with both the heart and mind to understand the speaker's words, intent, and feelings. |

Four Reflective Listening Responses

The basic skill of Empathic Listening is helping the speaker feel understood. It is essential that the listener has a suitable attitude, as well as simply applying the techniques. The following responses represent different levels of expertise in one basic empathic response, namely reflection of content and feeling:

1. Repeat verbatim the content of the communication - words only, not feelings.
2. Rephrase content - summarise their meaning in your own words.
3. Reflect feelings - look more deeply and be able to capture feelings in your own words. Look beyond words to body language and tone that indicate feelings.
4. Rephrase content and reflect feelings—express both their words and their feelings in your own words.

N.B. Discern when empathy is not necessary or appropriate. All the five types of listening are appropriate under certain circumstances.

Empathic Listening

Principles and Paradigms

Two principles:

- diagnosis must precede prescription
- understanding comes through listening

Two key paradigms:

- "I assume I don't fully understand, and I need to listen"
- "If I listen first to understand, then I will be better understood"

Helpful Phrases to Acknowledge Understanding

As I get it, you felt that ...

You place a high value on ...

I'm picking up that you ...

As I hear it, you ...

So, as you see it ...

Your feeling now is that ...

What I guess I'm hearing is ...

You must have felt ...

I'm not sure I'm with you, but ...

Your message seems to be, "I ..."

Four responses that are not empathic listening:

Advising:

"You should eat less"

Probing:

"What was your relationship with your mother like?"

Interpreting:

"That means you are committing offences"

Evaluation:

"That's awful!"

Active Listening and Teaching

The following notes are particularly applicable to teachers who are already familiar with empathic listening, and wish to go deeper into the subject. On this page we explore active listening by comparing teaching with counselling.

Counselling has three stages, as following:

1. Elementary Empathic Listening – understand the client's perspective
2. Advanced Empathic Listening – help the client see the situation differently
3. Problem Solving

An educational lesson or course may have three corresponding stages;

1. Begin from the students' perspective(s), acknowledging their current knowledge, understanding, etc.
2. Help the student to see differently, broadening knowledge, understanding, etc.
3. Help students to practically apply what they have learned.

Elementary Empathic Listening has four main elements, which may each be used in the classroom:

1. **Reflective listening** – essential to clarify the content of questions and the real intent behind them
2. **Open-ended questions** – these are often much better in soliciting feedback from students e.g. instead of enquiring "Did you enjoy that exercise?" Ask, "Any thoughts or feelings on that exercise?"
3. **Attendant behaviour** – Look students in the eyes when they ask questions
Avoid being distracted by your mind, the pressure of time, etc.
Actively show you are listening e.g. by cupping a hand to the ear
Move closer if necessary
Change height if it helps (sit or crouch)
Use open body language
4. **Concrete-ness** – clarify questions or comments, perhaps asking for specific examples to illustrate

Note: you may wish to consider and note down ideas on how the techniques in Advanced Empathy can also be used (e.g. immediacy)

The Use of Active Listening by Teachers

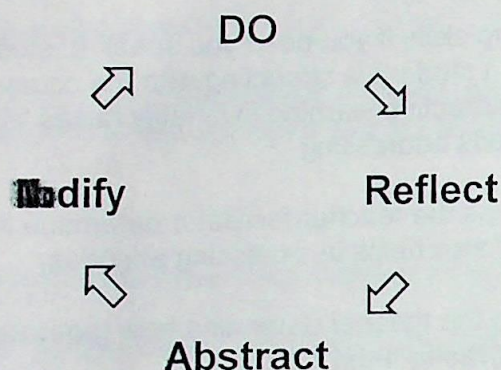
Students at Radhadesh Theological College drew up the following notes in November 2002. Add any further point in the space below.

Note: please do not read this page until after the exercise in Lesson 9

1. Know when it is inappropriate to immediately answer classroom questions.
2. Use active listening skills if you need you speak to students outside the classroom (e.g. if a student is struggling with the course, or in his/her interaction within a group). Interactive learning invariably raises 'issues' and/or unproductive behaviour that needs addressing.
3. Listening often helps the teacher/facilitator determine how much students know and understand. It also helps in assessing attitudes.
4. Listening may help the teacher determine how motivated students are, and if anything is de-motivating them.
5. The effective teacher is genuinely concerned for the welfare of students
6. Use listening skills to confront students in order for them to become more reflective about their understanding.
7. The expert teacher actively and sincerely values the opinions and contributions of the students.
8. Good listening is essential to building trust (remember that as you listen to one student, others are perceiving what is happening and how you are responding)
9. The teacher should be prepared to listen in order to change or modify his/her own ideas and understanding, and to learn from the students

Experiential Learning

There are four stages in experiential learning, as depicted below:



Most important is that students do something in connection with the skills and values they need to learn. Following that, the facilitator can take them through the process by asking appropriate questions. Examples are listed below:

Reflect: What happened there?
 What was going on for you?
 What were the positive feelings?
 What were the negative features of your group?

Abstract: What can we draw from that?
 What guidelines could we formulate?
 What principles are these guidelines based on?

Modify: What would you do differently next time?
 What would you now do in this situation?
 How are you going to use this after the course?

NB: Much of what we call "interactive learning" also involves this cycle but starting at the second stage, e.g. the positive and negative learning experience (Lesson 2 of this course). This is sometimes termed "Reflective Experiential Learning" as opposed to "Active Experiential Learning".

Recommendations for Teamwork

An Example of Policies Drawn Up after a Temple-Building Exercise

The following is a list drawn up after the full temple building exercise. This list was drawn up by students, not by the facilitator:

1. Co-operation

- a. good co-operation is essential to effective team-work
- b. establish relationships on the basis of love and trust
- c. be able to compromise or establish win/win agreement
- d. acknowledge everyone's contribution as valuable

2. Unity

- a. members should be respectful and honest
(e.g. it's essential to keeping vows of confidentiality)
- b. work according to a common vision
- c. value diversity of skills and opinions
- d. deliberately engender a mood of co-operation and friendship
- e. Srila Prabhupada's mission should always be at the centre
- f. give appreciation for the service and opinions of others
- g. services should be based on having the appropriate desire and skills not simply because of position or appointment

3. Leadership/Facilitation

- a. effective leadership takes into consideration the knowledge, skills, character and needs of the individual group members
- b. planning and organisation by competent leaders is essential to success.
- c. leaders must demonstrate vision and commitment

4. Communications

- a. establish clear two-way communications
- b. hold regular *isthagostis*

5. Outcomes/Goals

- a. establish a team leader who designates responsibilities to individuals
- b. commitment to service is essential, especially from leader
- c. the leader must follow spiritual standards
- d. regular assessment is essential in order to develop a sense of personal responsibility

Categories of Learning Resources

1. People

- Yourself
- Students
- Other tutors, etc.
- Experts on the subject

2. Written Materials

- Books
- Handouts
- Syllabuses
- Student Handbooks
- Worksheets

3. Audio-visual Aids

- White-board
- Flip Chart
- Slide Projector
- Overhead Projector (OHP)
- Tape Recorder
- Video Equipment
- Slide Projector
- Computer Projection Equipment

4. Objects

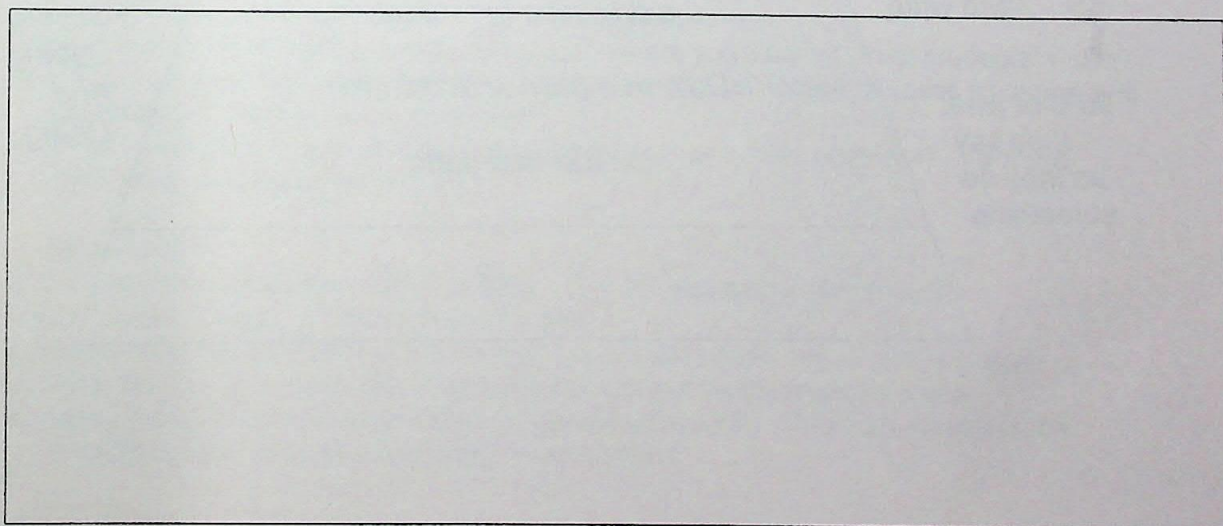
- The "real thing" (e.g. books for the B.D. Course)
- Drama costume for role-plays
- Events
- Visits/ Exhibitions
- Outside activities, etc.

N.B. Use the space above to add further resource items for your future reference.

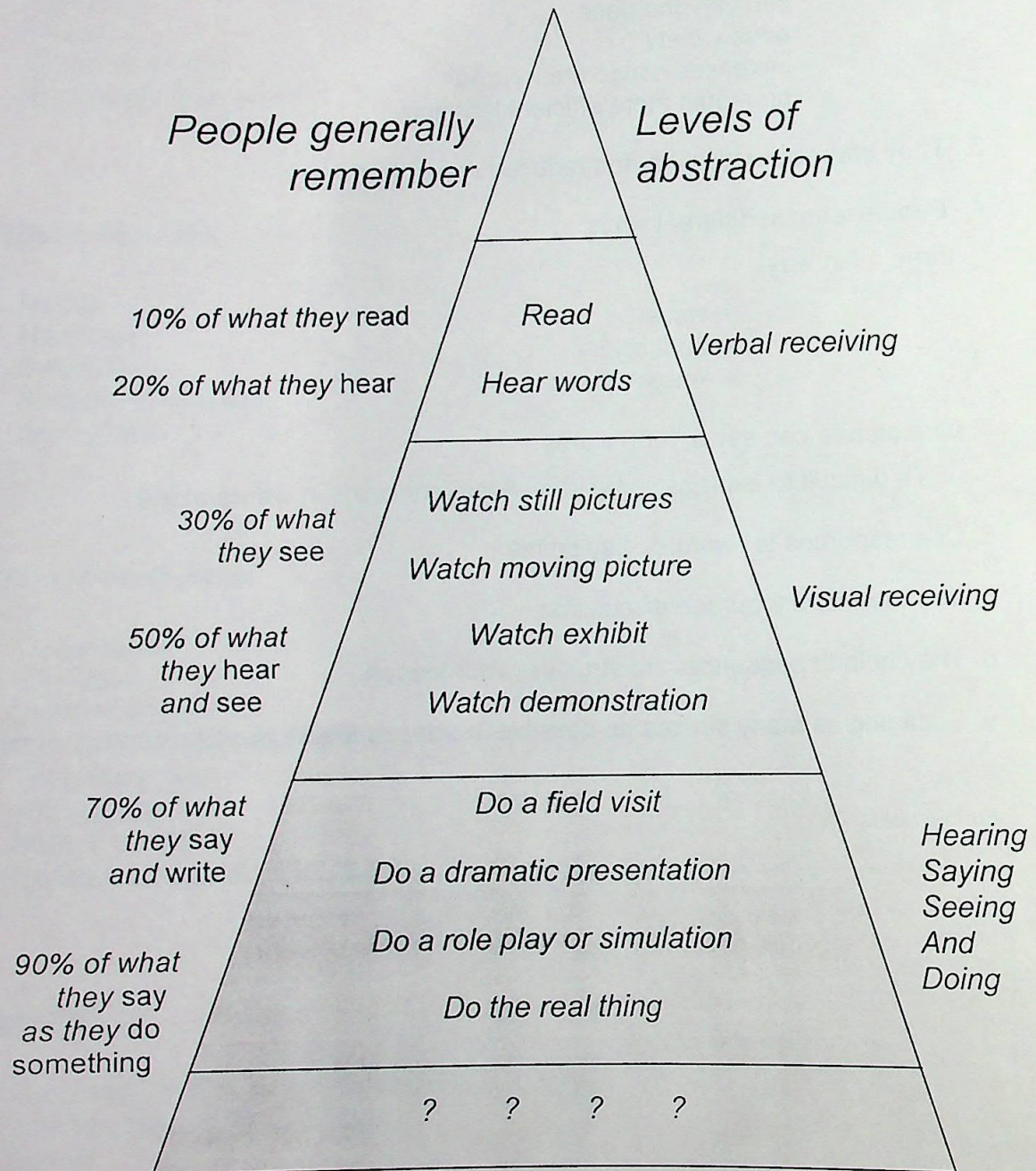
Why Use Resources?

1. Resources capture interest and attention (useful for shy presenters)
2. They reduce the "hypnotic" effect
 - can vary the pace
 - adds variety
 - increases concentration span
 - promotes more efficient learning
3. They improve motivation and reduce drop-out rate
4. People learn in different ways
three main ways:
 - visual
 - auditory
 - kinesthetic
5. One picture can say a 1000 words
 - it's difficult to express some ideas/facts/concepts in words alone
6. Use resources to reinforce key points
7. Use them to encourage discussion
8. They help to sequence and structure your lesson
9. Engaging as many senses as possible increases the student's retention of subject

Further notes:



Dale's Cone of Experience



Guidelines for Using Audio-Visual Aids

The following guidelines will be useful when using and preparing to use audio-visual aids

Whiteboard

- a. Usually better than a chalk-board
- b. It should be neat and tidy, not cluttered
- c. Clean off unwanted materials (totally!)
- d. Copying from board wastes valuable time. Use handouts
- e. Coloured pens can be used effectively
- f. Use correct pens - dry wipe markers (not permanent markers)
- g. Beware of non water-based pens - the vapour may be both unpleasant and unhealthy

Flip Charts

- a. You can prepare beforehand or write as you go. Prepared material can be underneath top sheets or flipped over the back
- b. Use different coloured pens
- c. Post on wall after completion. (use "blue-tac" rather than pins)
- d. Getting someone else to write - allows you to concentrate on facilitating
- e. Use two charts and two writers to save time, especially with large groups
- f. If using results afterwards, get them typed up in the raw form before processing them

Overhead Projector

Preparing Transparencies:

- a. Write directly onto a transparency (using special colour pens, either wipe-off or permanent)
- b. Photocopy from originals, but check to use the correct transparencies
- c. Use overlays (i.e. one over another)
- d. Use colour OHT's (can be made from slides)
- e. Avoid putting too much material on each OHT. Keep them simple and uncluttered

Setting up:

- a. Ensure that all students can easily see the screen
- b. Special tilting screens help overcome the 'keystone' effect
- c. Keep in mind you need somewhere to stand where you'll not obstruct students' vision
- d. A plain, white or light-coloured wall is often better than a screen (it saves transport and avoids clutter up front of the classroom)
- e. An OHP needs a degree of blackout (not so much as a slide projector). Turn out lights/draw curtains as necessary

Techniques:

- a. Only leave on while information is valid. Turn off between transparencies
- b. Don't put too much information on at a time
- c. Reveal information a little at a time, by covering remainder with sheet of paper.
- d. Know which way up and way round you need to put on the transparencies
- e. A long pointer is useful (telescopic car aerials work well!) They can, however, be intimidating and experts often prefer laser pointers

Tape Cassette Recorder/Player

- a. Use pre-recorded tapes
- b. Make your own tapes
- c. Use music to create the right atmosphere before and during lessons (e.g. for group activities, reflections, etc.). Be careful, though, to choose the right music
- d. Use it for teaching skills (e.g. how to speak effectively)

Slide Projector

- a. Slide projectors require good blackout
- b. Make sure that slides are not up-side-down or back-to-front
- c. As with the OHP, white or very light walls can be useful

TV and Video

- a. Good for capturing interest and motivating
- b. Only show what is relevant. Overuse can create loss of interest and drowsiness
- c. Stop tape and discuss. Replay those sections which reinforce key points

Video Camera and recorder

- a. Instant playback allows for constructive feedback
- b. Use for group presentations, for drama, dance, etc.
- c. Very useful for assessing presentation skills

Charts and Posters

- a. You can design on A4 size, then enlarge
- b. They should be big enough to be seen from a distance
- c. Make sure they are not too complicated
- d. They can be laminated for longer-life

Games

- a. Reinforce ideas using games
- b. They make learning fun

Computer Projector Equipment

- a. Can be highly effective, especially as it becomes more available in ISKCON
- b. Beware of become over-reliant and developing inordinately didactic methods; its best to become first familiar with less hi-tech resources
- c. Computer projection is an ideal replacement for the OHT, the slide projector and some aspects of audio. However, flip charts and other resources are still more appropriate for some purposes.

Preparation

- a. Always check that your equipment is operational well before the class begins
- b. If using other's equipment, familiarise yourself with it before you begin

Health and Safety

- a. Check for obvious dangers. Broken plugs, sockets, poor insulation
- b. Take special care in positioning leads
- c. Report faulty equipment to those responsible

Making the Most of Resources – the 4 p's

Preparation, Presentation, Participation, Perception

There are four factors to remember when using teaching resources. Take particular note of number three, without which otherwise useful resources will remain relatively ineffective.

Preparation

1. Be prepared. Beware of "winging it!"
2. Have a clear idea of what you want to achieve. Establish aims and objectives.
3. Try out the resource on yourself first.
4. Select only that which is useful. (Don't, for example, use sophisticated equipment because it is fun or impressive)
5. Check whether the material is appropriate to the audience, their culture, background etc.
6. Prepare students what to look out for before showing.

Presentation

1. Know your equipment well. Have a back up system, if possible.
2. Practise beforehand.
3. Be conscientious about room organisation, particularly the positions of the screen, equipment and teacher.
4. Black-out can determine equipment choice. Check out the room before you select equipment.
5. Use appropriate equipment for the size of audience.

Participation

1. There is no IMPRESSION without EXPRESSION.
2. Group must do something to consolidate the learning process.
3. Learner must take an active part in establishing the new impression.
e.g.
 1. Discussion
 2. Drawing, modeling
 3. Written work
 4. Reading
 5. Tell a joke

Perception

1. Evaluate how well you performed. Did you fulfill your aims?
2. How useful was the resource?
3. Don't be disheartened if teaching ideas don't work first time.

Room Management

The arrangement of furniture and other classroom items, significantly affects:

- (1) The ambience of the room
- (2) The dynamics of the learning process.

We particularly recommend that you avoid tightly-regimented rows of desks (or seats) with students sitting *en-masse*, largely with their backs towards each other. Be innovative and use your intuition. Arrange your room according to the student's learning needs, keeping in mind the importance of group dynamics and of creating the appropriate mood.

Some suggestions for room arrangements:

1. **Cabaret** - good for lessons or courses where students need to write, do group work and also spend some time listening to the facilitator. Requires a larger room than for more "traditional" formats.
2. **Circle** (without tables) - effective in creating more intimate atmosphere and feeling of equality. Ensure that the circles are round and that no-one is excluded or tucked away in a corner.
3. **Horseshoe** (without tables) - suitable when facilitator wishes to promote an open atmosphere but needs to lead the class much of the time. It is also suitable for working in pairs.

Tips:

1. Avoid standing behind a table or lectern (unless actually appropriate)
2. Move students around - we quickly become attached to a particular seat and group of friends!
3. Use different layouts for various experiences and in consideration of group size.
4. Allow yourself to move around. A change of position can be refreshing, allowing students a whole new perspective. It's particularly important when students are addressing the whole class for you to stand in the suitable position (at the side, back, etc.)
5. Be aware of the effects of height. Try standing, sitting, crouching etc., especially as you move around during group work.
6. Take deliberate steps to improve the ambience of the room and to create a hospitable atmosphere (e.g. play background music and provide water and fruit juice).

Introduction to Planning - the Importance of Aims

There are three features of any learning/teaching process, namely:

- (1) Planning
- (2) Delivery
- (3) Assessment

When planning we need to establish the following:

- (1) Our Aims
- (2) Our Learning objectives
- (3) Our Method of Assessment

It is essential that these three are consistent, so that you can actually determine whether or not you are realising your aims.

The most common error in planning is to jump immediately to content. Once we establish the topic of a lesson or course, we tend to immediately identify:

- (1) categories within the main topic, or related issues
- (2) exciting learning experiences (e.g. with a lecture, what might be a fun story)

This is termed being “**content-driven**” and it is relatively ineffective. Effective education is “**aims driven**”.

“Our plans miscarry because they have no aim. When a man does not know what harbour he is heading for, no wind is the right wind”

Seneca

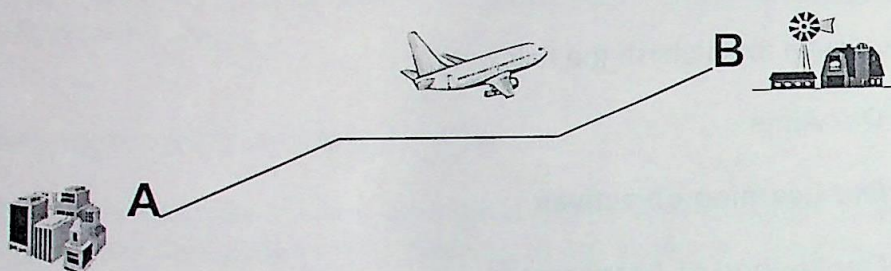
Srila Prabhupada: “...If you have no goal...there is example: “Man without any aim is ship without any rudder.” So suppose if...airplane is going with an aim to land in some country, but if he goes on simply without any aim, then there will be disaster ..So without aim, what is the use of practice?”

Prithu Putra: “He says he likes the practice without goal.”

Srila Prabhupada: “That is foolishness. Without goal, practising is foolishness.”

Aims, Objectives and Assessment The Airplane Analogy

Srila Prabhupada mentions that a plane journey without a clear aim (destination) will lead to disaster. This metaphor can be applied to human life in general. Here we extend this analogy to education to explain (1) aims, (2) objectives and (3) assessment.



Aim:	the plane's final destination for this journey
Objectives:	the various landmarks along the way (which tell you whether or not you are on course)
Assessment:	the process of correcting the course of the plan based on sighting the landmarks and on deviations from expectations (in terms of both time and place) to ensure the destination is reached

Considerations & discussion points:

Aims –

- i) you must be clear about your precise aim. Twenty yards to one side of the runway could be disastrous
- ii) you must know exactly where you are before take off
- iii) initial preparation is necessary, e.g. asking "what is the velocity of the wind?"

Objective

- i) without sighting all the landmarks, it will be almost impossible for the plane to reach its final destination. Similarly, objectives successfully achieved by students indicate that we are meeting our aims

Assessment

- i) upon sighting a landmark, the navigator re-estimates the wind velocity and charts an amended course for the plane
- ii) a slight deviation at the beginning of the journey could result in the plane being miles off course at the end. Having a rigid approach to delivering a lesson plan can be counter-productive

Brief Definitions of Aim, Objective (Implicit & Explicit), Assessment

Aim

The teacher's hopes and intentions about the outcome of the lesson based on the student's learning **needs** and educational **opportunities**.

Objective

There are two types of objectives, implicit and explicit (if objective is used without qualification, it refers to "explicit objectives"). Implicit objectives may or may not be written down but they are a necessary step in establishing explicit objectives.

- | | | |
|----|------------------------------|--|
| 1. | A knowledge objective | What do you want the students to know (understand, realise) at the end of the class that they didn't know at the start? |
| 2. | A skills objective | What do you want your student to be able to do at the end of the class that they could not do at the start. |
| 3. | An attitude objective | What attitude do you want your students to develop (e.g. an awareness of texture or colour; different viewpoints - through discussion, role-play)? How do you want students to be ? |

These **implicit objectives** are difficult or impossible to assess in their present form (since we can't directly perceive "knowing" or "understanding"; or a value such as "humility". These can be perceived through behaviour).

Therefore all these objectives should be expressed in the form of a "to do" statement, e.g. rather than stating "students will know the names in Sanskrit of the three Purusha Avatars", write "students will be able to write down etc..." or "students will be able to cite etc..."

These are called **explicit objectives**. They must be **observable** and **measurable**.

Assessment

How you will specifically assess that the students are meeting their objectives, e.g. through a written test, oral exam, observation, interview etc.

Aims in Detail

What are Aims?

- Aims are general statements describing the overall purpose of a course or lesson.
- They are about you (or your organisation's) intentions having taken account of the educational needs and opportunities relevant to your group.
- They are difficult to assess precisely.
- They answer questions such as
"What do I hope learners are going to understand, achieve, develop, be more confident in, know about..."

e.g. - to help learners feel more confident about their reading, writing and spelling in everyday situations.

- to enable students to teach and facilitate group processes more effectively

- To write an aim it may help if you consider:
"If someone asked, 'What will I get out of this course?', or, 'Why do we need this course?' what would I answer?"
- They should be as clear and as focused as possible

Tips on Writing Aims:

- Aims should begin with the word 'to', followed by a verb
- They should specify 'who for', at least using the word 'students' (e.g. "To encourage students...")
- Look inwards to find your real aim. Beware of writing down what you think your aim should be (or what you think others think that your aim should be). If you find you have no aim, consider not teaching in this instance
- Get the ideas out before tidying up the language
- When writing and re-writing, choose words which precisely explain your aims (don't leave room for vagueness or ambiguity)
- Ask yourself 'why do I want to teach this subject? Am I excited to teach it?'
- Make sure your aim is realistic, consistent with your time allocation
- Education has a role in any society. Aims are best based on real-world 'needs and opportunities', as you (or the educational institute) perceives them.

Objectives in Detail

What are (Explicit) Objectives?

- Objectives say exactly what students will be able to do by the end of the lesson or course and which indicates whether and to what degree you have met your Aims.
- They usually begin with the phrase '**by the end of the course/lesson students should be able to**' followed by an active verb, e.g. *identify, practice, use, discuss*, etc.
- They state something you can observe/see happening. In other words they make checks/ goals against which you can assess people's learning (i.e. whether you are meeting your aims).
- They fit into three broad categories - knowledge, skills and values.

What are Implicit Objectives?

- Implicit objectives express what:
 - 1) students will know (understand, realise)
 - 2) students will be able to do
 - 3) values, attitudes and qualities the students will have
- They are usually not assessable
- They are in-between Aims and Explicit Objectives (as Aims became more focused they become Implicit Objectives, though they will be worded differently)

e.g. Aim: *to help students understand the importance of honesty in Krishna Consciousness*

Implicit Objective: *(by the end of the Lesson) students will understand the importance of honesty*

Tips on Writing Objectives

- Check you use the standard wording at the beginning (*as above*).
- Ensure that your objectives cover all your aims and that they all have a corresponding aim (for example, avoid having a skill or value Aim and only a knowledge Objective).
- Avoid the following five common errors:
 - a) Expressing only implicit objectives e.g. 'Students will know..', or 'Students will understand...', or 'Students will be convinced.'
 - b) Writing aims rather than objectives
 - c) The objective you write is not by the end of the course or lesson but afterwards (it may in this case be the objective for a course or longer learning process but it is not the objective for your course or lesson)
 - d) Formulating objectives inconsistent with your aims
 - e) Describing either learning-experiences or teacher-activities.

Examples of Aims and Objectives

The following are two examples, one for a single lesson and the other a short course.
Please note: it is not necessary to always write down implicit objectives.

Aims

1. To help broaden students' understanding of learning and the different styles of teaching and to help them select the most appropriate for any learning project.

Implicit Objectives

1. Students will know
 - a) the three categories into which all learning falls
 - b) how they inter-relate
 - c) how they correspondent to the Vedic teachings
2. Students will know and understand the three broad styles of teaching and will be able to discern the most appropriate for any learning process
3. Students will appreciate
 - a) that lecturing is often not the best method of teaching
 - b) the importance of choosing methods just suitable to what they are teaching

Explicit Objectives

By the end of the lesson students will be able to:

1. List the three broad categories into which falls everything we learn, and briefly explain each and their inter-relationships, with some reference to the Vedic conclusions.
2. List the names of the three broad categories of learning and briefly explain each one.
3. Correctly identify for each of Knowledge, Values and Skills, the most appropriate broad category of teaching.
4. List three benefits of interactive learning over student-passive learning.

Aims:

1. To develop students' awareness and appreciation of ISKCON's heritage, particularly in relationship to its broader tradition.

Implicit Objectives

1. Students will know:
 - a) the names of the principal *acaryas* in the disciplic succession from Lord Caitanya
 - b) ISKCON's and academics' definition of the word 'Vedic'
2. Students will understand
 - a) the origin and meaning of the terms 'Hindu' and 'Hinduism'
 - b) how Lord Caitanya's theology was based on *sastra*
3. Students will appreciate how ISKCON is part of a reputable religious tradition and how it represents the highest expression of Vedic knowledge.

Explicit Objectives

By the end of the course students will be able to:

- (a) list the names of six of the most important *acaryas* in the *parampara* from Lord Caitanya
- (b) concisely explain how Caitanya's teachings are based on *sastra*, citing at least two quotes in both Sanskrit and English
- (c) write down the standard ISKCON definition of 'Vedic', and briefly explain how it differs from the understanding academics have of the same term
- (d) briefly explain in their own words the origins and meanings of the terms 'Hindu' and 'Hinduism'
- (e) in a mature and balanced fashion, and demonstrating appropriate esteem, answer the question "Are you Hindu?"

Aims and Objectives Test

Go through the following list and indicate by ticking in the appropriate column whether the statement is an aim (A), an implicit objective (I), an explicit objective (E) or none of these (N).

	A	I	E	N
1. To convince students of the importance of formal education within ISKCON and to equip them with the corresponding skills.	☒	☐	☐	☐
2. To broaden students' understanding of teaching styles and methods and to specifically introduce them to interactive and experiential learning.	☒	☐	☐	☐
3. Students should be able to write down the three broad categories of teaching styles and explain one in detail.	☐	☐	☒	☐
4. Students will watch the video entitled, "Your Ever Well-Wisher".	☐	☐	☐	☒
5. To equip the students with basic communication and interpersonal skills.	☒	☐	☐	☐
6. To help students effectively facilitate learning in the classroom according to VTE standards.	☒	☐	☐	☐
7. By the end of the course students should know the names of the 24 expansions of Vishnu.	☐	☒	☐	☐
8. By the end of the course students should be able to competently deliver a lesson and effectively facilitate group processes.	☐	☒	☐	☐
9. By the end of the course, students will be convinced of the benefits of aims-driven education and the need to implement corresponding programmes within the Society	☐	☒	☐	☐
10. By the end of the lesson, students should be able to explain the purposes of assessment and corresponding methods and demonstrate an ability to apply them.	☐	☒	☐	☐
11. Show the students how to roll chappatis.	☐	☐	☐	☒
12. To learn about the three modes of material nature, their characteristics, and the symptoms and way in which they bind the conditioned soul.	☒	☐	☐	☐
13. To qualify students for further VTE Courses.	☒	☐	☐	☐
14. After the course, students will apply all they have learned about teaching in running their Nama Hatta centres.	☐	☐	☐	☒

Examples of Performance Words for Use in Objectives

KNOWLEDGE

Calculate	Extract	Name	Tabulate
Categorise	Find	Pick	Translate
Cite	Identify	Prove	Underline
Compute	Illustrate	Relate	Weigh
Convert	Isolate	Reproduce	
Define	Label	Select	
Differentiate	List	Solve	
Divide	Locate	Specify	
Explain	Mark	State	

SKILLS

Adjust	Finish	Operate	Remove
Assemble	Fit	Overshoot	Roll
Cause	Hold	Perform	Select
Carry out	Keep	Position	Take
Check	Lift	Practice	Test
Climb	Lower	Prepare	Turn
Demonstrate	Maintain	Raise	Use
Diagnose	Make	Re-adjust	Weigh
Draw	March	Re-assemble	Write
Ensure	Monitor	Recognise	
Fire	Obtain	Recover	

ATTITUDES

Agree	Differentiate	Indicate	Produce
Alter	Disagree	Join	Recognize
Answer	Discuss	List	Relate
Argue	Distinguish	Locate	Reply
Choose	Explain	Make	Reproduce
Complete	Follow	Modify	Separate
Describe	Help	Name	Solve
Diagnose	Identify	Prepare	Verify

Criteria for Student Presentations

Your lesson is for a total of forty minutes. Do not try to cram in more, e.g. an hour presentation within forty minutes. If you so desire (and we highly recommend this), consider designing your lesson as one session of a course. You may then write the Aims for this course (which you can then share with us – see below). You should still write the specific Aims for this one lesson, followed by the corresponding Objectives.

Before giving your “as it is” presentation, you will have five minutes (maximum) for one spokesperson from your group to present to us, the devotees present, the following:

- 1) your topic
- 2) your audience
- 3) your Aims
- 4) your Objectives (only Explicit Objectives)
- 5) your Lesson Outline
- 6) any discussion/challenges etc. you had

(the first five must be written up and displayed)

If you would prefer to present these items after your “as it is” presentation, then this is also a valid option (especially if there is any element of surprise in your lesson).

Remember:

- 1) You have only five minutes for the first part
- 2) If you finish earlier, you still have only 40 minutes for the presentation
- 3) To remind the audience who they are just before your “as it is” presentation
- 4) Please set up during the break (at least 15 minutes before your lesson)
- 5) No asides during your actual lesson – we are now your designated audience
- 6) Do not include the facilitator in your lesson – consider him/her invisible!
- 7) Co-facilitators would best sit up front, separate from the “students”

Lesson Outline Sheet

05

Topic:

Aim(s):

Students:

Learning Objectives: *by the end of the lesson, students should be able to:*

Time (mins)	Learning Experiences		Organisation of Group	Resources
	What	Who		

Lesson Outline Sheet

Students:

Topic:

Aim(s):

Learning Objectives: *by the end of the lesson, students should be able to:*

Time (mins)	Learning Experiences		Organisation of Group	Resources
	What	Who		

Lesson Outline Sheet

52

Topic: Three Facilitation (Teaching) Styles

Students: TTC1 Attendees

Aim(s): To broaden students' knowledge and understanding of the different styles of teaching and to help them select the most appropriate for any teaching project

Learning Objectives: *by the end of the lesson, students should be able to:*

- (a) write down and briefly explain the three principal styles of teaching
- (b) accurately relate these to knowledge, skills and values

Time (mins)	Learning Experiences		Organisation of Group	Resources
	What	Who		
5	Introduction to Topic	Facilitator	Whole Class	Flip chart
10	Brainstorm - "What do we learn in ISKCON?"	Facilitator/ Students	Whole Class	
15	Group results into three categories	Facilitator/ Students	Whole Class	
15	Talk "Introduction to three teaching styles"	Facilitator	Whole Class	OHP OHT X 3
10	Group Tasks - relating 3 styles to Knowledge, Skills and Values	Students	Groups of 3 or 4	
10	Evaluation, with questions and answers	Facilitator/ Students	Whole Class	OHP OHT X 1 Flip chart (with table written on)
7	Coaching session	Students	Pairs	
3	Round-up	Facilitator	Whole Class	

Formatting Your Lesson Plan

The following is one way of laying out a lesson plan, using just one page for each lesson, so that the entire lesson is visible at a glance. Each of the sections of the lesson (8 in this case) are clearly visible, with further instructions for the facilitator.

Lesson 5	Sample Lesson Plan	90 mins
Introduction		5 mins
- briefly review Day 1 - present overview of session and task, mentioning the three principal teaching methods		
Brainstorm: "What do we learn in ISKCON?"		10 mins
- ask question above, emphasising that answers should be specific and relevant to a class of one or two hours - take answers and write down on flipchart (using two writers if possible, especially in larger groups) - prompt students if answers don't cover all three categories!		
Group answers into three broad categories		15 mins
- reiterate what you are trying to do here - mention that you are looking for three specific categories - ask for suggestions - if no response, mark items which fall under one category and continue (then other two categories in succession) - check that all items displayed fall under at least one of the three categories		
Exploration and explanation of categories		15 mins
- ask students to ascribe one verb to each of the three categories - briefly explain these three (e.g. in terms of the Krishna Consciousness philosophy) and their inter-relationships		
Introduce and Explain Three Teaching Styles		15 mins
- introduce each style and explain briefly using OHT's - discuss with students as necessary		
Group tasks		12 mins
- groups to analyse together which of the teaching styles is most appropriate to each of the three categories (Knowledge, Skills and Values)		
Get feedback from group		15 mins
- ascribe a number to each group - get feedback from each group in turn and complete flip chart diagram⁶ - evaluate, discuss and explain		
Round up		3 mins

Components of a Good Lesson Plan

1. Aims and Objectives

- formulate clearly focused aims
- establish realistic aims and objectives (not too ambitious)
- compile specific objectives which are assessable
- ensure correlation and consistency between aims and objectives

2. Content of Plan

- define content on basis of objectives, not independently of them
- for more detailed content, refer back to the "needs and opportunities" upon which your aims are based
- include timings:
 - be flexible
 - allow for misjudgments in timings
 - match the activity with the time (practice beforehand if necessary)
 - don't cram too much in!
- list the resources you need, and any preparation for the lesson
- make sure another person could understand your plan
- make sure there is plenty of student participation
- be clear how you will assess each objective
- self evaluate at the end of the lesson and get student feedback if appropriate

3. Structure and balance of activities

- start with a recap
- make sure there is a good balance of teacher and student activities
- make sure you are able to finish on time (or a little early)
- use key learning times for new information
- vary the pace
- build in a session to reflect on the lesson and to consolidate learning
- finish with rounding off, feedback/evaluation and preview of next lesson

Assessment

- Be clear why you are assessing. What is its purpose?
- There are two broad categories of assessment:
 - (a) **continuous/formative**
 - (b) **summative**
- There are three other divisions, namely:
 - (a) **tutor-assessment**
 - (b) **peer assessment**
 - (c) **self assessment**
- Assessment can also be **formal** and **informal**. Formal is for the purpose of accreditation, whereas informal is simply to check that students are learning.
- In more effective, inter-active learning assessment and learning often go hand. In more rigid, didactic systems of education, learning and assessment are clearly separate.
- Always self-assess after your lesson/course.

Is self-assessment important in Krishna Consciousness? Why? Support your answers with reasons and/or scriptural reference:

What are the possible benefits of encouraging self-assessment?

- Choose your assessment carefully, so as to be in line with your Aims and Objectives - not merely because it is convenient or easy to administer.

Below is an incomplete list of assessment methods. What further ones could you add?

Closed-book, written examination
Observation of discussion group
Multiple choice written test
Interview (as an oral exam)
Dissertation

Oral Feedback

Oral feedback is a powerful form of assessment, for good and for bad. The key-word here is:

I M P R O V E M E N T

We can remember the key points that promote improvement by the word "PISCES" (or SPICES).

Hence effective feedback is:

P ositive	start and finish on a positive note and put your statements in a positive form (i.e. state what should be done rather than what is to be avoided)
I nclusive of Room for Improvement	this is essential!
S pecific	point out as precisely as possible the behaviour that invoked positive or negative responses from you
C oncise	keep it brief
E ncouraging	the student must feel encouraged to learn
S incere	be honest and speak from the heart

Preferably, you should begin and end on a **positive** note with the room for **improvement** sandwiched in-between.

Remember, also, to speak to the person rather than about them (i.e. say "you" rather than "he/she").

When receiving oral-feedback, practice keeping the mouth firmly shut until the right opportunity to respond.

Please write down further realisations you've had on this:

Statement of Principles and Values for the VTE

The following ten principles and values underpin the VTE's approach to Training and Education. They are not taught explicitly in the TTC1 students are invited read them in their own time:

1. Training and Education must be consistent with Srila Prabhupada's instructions.
2. Training and Education is one of ISKCON's main purposes.
3. The Brahmachari and Brahmacharini ashrams are educational institutes.
4. Effective training is individualised.
5. Effective training is scheduled and pro-active.
6. Effective training fulfils the needs of both the individual and the institution.
7. Devotional service is based on free-will.
8. Krishna consciousness in dormant is everyone's heart.
9. Effective training is goal-oriented.
10. The main purpose of training is character development.

These principles and values and their implications are explained on the next page

Principles and Values Unpacked and Explained

1. Training and Education must be consistent with Srila Prabhupada's Instructions

- Srila Prabhupada's instructions, as revealed through his books, lectures, letters, etc. are the guiding-light for all members of the Society and form the framework within which Training and Education must operate.
- Within the theological and operational framework left by Srila Prabhupada there is ample opportunity for devotees to develop and express their initiative and individuality.

2. Training and Education is one of ISKCON's main purposes

- Srila Prabhupada gives many quotes on the importance of training and education.
e.g. "Our first business is to preach to the devotees and to maintain the highest standard of Vaishnava education".
(SPL to Hridayananda, 9th July, 1972).
- The vast majority of devotees want (or would have wanted) far more systematic training than we're currently able to offer (or have been able to offer in the past).
- Systematic training is necessary for creating future leaders. It will attract the more intelligent class of men and women (though not excluding others). Such people plan their lives and rightfully want and expect real prospects.
"In this way, try to recruit some men from the student class of men for joining us as future leaders of our Society. If we simply go on expanding and there are no qualified men to lead, then everything will be spoiled eventually".
(SPL to Ravindra Svarupa, 5 January 1973).
- Training is a necessity rather than a luxury. (i.e. training is 'doing the needful').
- Training is an investment which will produce valuable returns.
- Training could attract funding through specific means, e.g. a scholarship scheme patronised by the Asian Hindu community.
- It is difficult to implement if we continue to rely on students for fund-raising.

3. The Brahmachari and Brahmacharini ashrams are educational institutes

- The temples, and more specifically the student ashrams, are not places where devotees join indefinitely, but establishments in which they enrol, knowing full well their future prospects.

4. Effective training is individualised

- A principle consistent with varnashrama.
- Allowing ISKCON to embrace as many people as possible whilst simultaneously maintaining the identity and purity of the different sections of the Society, through the allocation of corresponding values and standards.
- Promoting more efficient use of potential talent.
- Providing the student with more job satisfaction. Inability to function well in a particular service does not necessarily denote a lack of sincerity or an aversion to austerity.
- Creating more motivated members.
- Encouraging students to develop their own specific relationship with Krishna.

5. Effective training is scheduled and pro-active

- A principle consistent with the Vedic system of four ashrams or stages of life.
- With constant monitoring, scheduled periods of commitment and regular re-assessment.
- Encouraging changes in service to be initiated by success rather than through burn-out, disappointment or (apparent) failure.
- Most devotees will get married (though the proposed scheme also caters to life-long celibates). Householders who value their training are more likely to voluntarily contribute towards the Society, freeing students from the debilitating constraints of fund-raising. If our Society is to flourish financially, its members must give esteem to the grihastha ashram.

6. Effective training fulfils the needs of both the individual and the institution

- Establishing goals in terms of training minimises the dichotomy between the needs of the individual and those of the mission. They allow the Society to be both institution and person-oriented.
- The welfare of the individual devotee is a priority. The potency of our movement is considerably determined by the strength of its individual members. There is a subsequent need to train self-reliant devotees with genuine esteem, in themselves and in the movement. Trainers should avoid the tendency to promote conformity by unnecessarily discouraging individuality, initiative, and self-expression.

7. Devotional service is based on free-will

This has practical implications for training:

- Devotees should be trained to take responsibility for their decisions, actions etc. and not become inordinately or inappropriately dependant on the Society.
- Students themselves should make the decision to enroll for any stage of training, knowing well their rights and responsibilities during that period. In other words, the student should be inducted on a contractual basis which respects the integrity of both the Society and the individual.

- The student should be trained to be independently thoughtful with ample and validated opportunities to appropriately express doubts, opinions, feelings and difficulties.
- The student should be encouraged to ask questions and to study the Krishna conscious philosophy from all points of view.
- The individual must be respected for his or her intelligence from the beginning of their training (highlighting the need for qualified trainers with esteem and integrity).
- Credit should be constantly given for the continuing performance of devotional service. It should not be taken for granted after induction. (Nevertheless, the student will have agreed to a level of commitment and any apparent deviation should be constructively addressed).

8. Krishna consciousness is dormant in everyone's heart

- Trainers should not try to superficially or prematurely impose Krishna conscious values on the student but should attempt to evoke a natural appreciation of these axiomatic truths through a mood of service and open and honest inquiry.

9. Effective training is goal-oriented

- Consistent with tradition, personal sadhana and outreach activities will constantly go hand-in-hand. Nevertheless, training at any stage should be analysed as to whether it is:

- (a) primarily for the spiritual development of the student
- (b) primarily as a means for the student to share his or her Krishna consciousness with others.

- The various opportunities for trainees and their future possible involvement with the Society after completing training at any stage should be carefully delineated.
- The aims and purposes of training should be clearly identified.

10. The main purpose of training is character development

- Training and Education goes far beyond simple knowledge transmission. Rather it is to facilitate the student to acquire and develop:
 - (1) knowledge and understanding
 - (2) practical, devotional and interpersonal skills
 - (3) appropriate values and attitudes.
- Srila Prabhupada wished to develop an ideal class of men of women who can set practical examples for others to follow. That students nurture and demonstrate integrity and a sense of morality is essential to realisation of this goal.

Daily Journal

Please consider taking a few minutes each evening to reflect on what has happened during the day and to make a few notes. You might note down your realisations, personal strengths and weaknesses, any queries you have, or items that could well go in the car park. Also write down any policies for effective teaching that could be discussed and added to your group's list during Lesson 19.

Day One

Day Two

Day Three

Day Four

Daily Journal (continued)

Day Five

Day Six

Where do we go from here?

1. What I learned most from the Course:
2. What I'm going to do after the Course to implement what I have learned:
3. The possible challenges I face in trying to do this:

Daily Assessment Worksheet (Days 1 and 2)

Please take five minutes each day to complete these worksheets. It's best to briefly assess each lesson at its end. At least allocate a mark under 'overall impression'. For some lessons, other categories may not be applicable; please leave them blank. There are no right or wrong answers and these remarks will remain anonymous. If you have any queries on how to complete these sheets, please ask one of the facilitators. For more details, refer to top of next page.

Marking key: 1 - poor 2 - fair 3 - quite good, average 4 - very good 5 - excellent

DAY 1	Overall Impression	Relevance of Content	Methods of Teaching	Expertise of Facilitators
Lesson 1	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Lesson 2	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Lesson 3	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Lesson 4	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Further comments:

Lesson 1

Lesson 2

Lesson 3

Lesson 4

DAY 2	Overall Impression	Relevance of Content	Methods of Teaching	Expertise of Facilitators
Lesson 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Lesson 6	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Lesson 7	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Lesson 8	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Further comments:

Lesson 5

Lesson 6

Lesson 7

Lesson 8

Daily Assessment Worksheet (Days 3 and 4)

(Continued from last page). In the case of more than one facilitator, use different symbols to assess them. Write the facilitators names next to the suggested symbols below.

O + □ X

DAY 3	Overall Impression	Relevance of Content	Methods of Teaching	Expertise of Facilitators
Lesson 9	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Lesson 10	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Lesson 11	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Lesson 12	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Further comments:

Lesson 9

Lesson 10

Lesson 11

Lesson 12

DAY 4	Overall Impression	Relevance of Content	Methods of Teaching	Expertise of Facilitators
Lesson 13	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Lesson 14	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Lesson 15	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Lesson 16	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Further comments:

Lesson 13

Lesson 14

Lesson 15

Lesson 16

Daily Assessment Worksheet (Days 5 and 6)

Note: When completing sheets for student presentations do not use to assess students' performances. Assessment applies to the facilitators and the suitability of the lessons etc. You may find some categories irrelevant during these particular sessions. At least give a single mark for overall impression of the usefulness of the lesson.

DAY 5	Overall Impression	Relevance of Content	Methods of Teaching	Expertise of Facilitators
Lesson 17	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Lesson 18	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Lessons 19-21	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Further comments:

Lesson 17

Lesson 18

Lessons 19-21

DAY 6	Overall Impression	Relevance of Content	Methods of Teaching	Expertise of Facilitators
Lessons 22-24	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Lesson 25	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Lesson 26	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5

Further comments:

Lessons 22-24

Lesson 25

Lesson 26

Course Assessment Worksheet

Take about ten minutes to complete this sheet. Please be frank and honest. There are no right or wrong answers

Date..... Venue..... Facilitator(s).....

.....

What I liked most about the course:

Where the course could be improved:

What I liked most about the facilitation:

Where the facilitation could be improved:

Thank you. Now please hand in this sheet to the facilitator before you leave.

Guidelines for Effective Teaching (Worksheet)

This sheet should be used for the exercise begun in Lesson 2 and completed in the final lesson. This is generally a group exercise, in which case at least one member of each group needs to complete the form (though you may wish to keep a record for yourself).

Please note:

- (1) the qualities needed of a facilitator can be listed oversheet
- (2) the leader of the group can use the space directly below to list the members of his/her group during Lesson 2 to enable reconvening the group in Lesson 26

Course venue..... Date..... Group Number.....

Group members:

Our Group's Guidelines

+

NON-JUDGMENT
SINCERITY OF PURPOSE
WELL-PREPARED
TEACHES BY EXAMPLE
ABLE TO IMPART KNOWLEDGE
EMPATHY
MOTIVATES THE STUDENT
EQUIPOSED
SPIRITUALLY TRAINED

PROVED
(Envious) CANNOT SEE THE STUDENT SURPASSING HIM



The facilitator should be:

Aims of the VTE Teacher Training Course One

This six-day intensive course is highly participatory and suitable to a broad spectrum of devotees with a wide range of teaching experience. It is particularly appropriate for bhakta and bhaktin leaders and others involved in training devotees. Preachers, managers, GBC ministers and others interested in systematic training and education will also find it of immense value and interest. The aims of this preliminary course are as follows;

1. To help students understand what constitutes effective teaching and facilitation and to formulate corresponding guidelines
2. To equip students with the skills required to prepare a lesson and to write a corresponding lesson plan
3. To broaden students' understanding of teaching styles and methods and to specifically introduce them to interactive and experiential learning
4. To help students understand the different categories of what we learn and to select corresponding and appropriate learning methods
5. To equip devotees with the basic skills of delivery, facilitation and classroom management
6. To briefly introduce students to the various types of assessment, and its purposes, and to equip them with oral-feedback skills
7. To equip the student with basic communication and interpersonal skills
8. To convince students of the necessity of exhibiting exemplary personal behaviour in order to effectively teach and influence others
9. To give devotees enthusiasm for systematic training and education, by providing them with first-hand experience of its effectiveness and by demonstrating its relevance to personal, social, moral and spiritual development
10. To help devotees appreciate the principles and values underpinning the VTE initiative
11. To qualify candidates for further VTE Courses
12. To encourage a network of trainers to support and promote their specific interests and concerns.

All participants will receive a Student Handbook, which includes extensive notes as well as course worksheets. The cost of these and any other handouts is normally included in the tutorial fees.

Students are required to attend the entire course and will receive a VTE Attendance Certificate which qualifies them to sit further VTE-Certified Courses

Recommended Further Reading

Many of the following texts are by non-devotee authors and devotees are recommended to read with discernment, evaluating what may or may not be consistent with our Vaishnava principles and values.

"An Analysis of ISKCON Membership in the UK; Moving into Phase Three" by Rasamandala Das in *ISKCON Communications Journal* 3.2. ISSN 1358-3867

"Towards Principles and Values: An Analysis of Educational Philosophy and Practice within ISKCON" by Rasamandala Das in *ISKCON Communications Journal* 5.2.

"The Learning Revolution " by Dryden and Vos
Accelerated Learning Systems Ltd.
ISBN 0-905553-43-8

"Super Teaching" by Eric Jensen
Turning Point Publishing
ISBN 0-9637832-0-3

"The Learner's Pocketbook" by Paul Hayden
(Management Pocketbooks - tel: +44 (0) 1962 735573)
ISBN 1-870471-30-X

Also in this series: "The Trainers Pocketbook"
By Paul Townsend ISBN 1-870471-37-7
"The Presenters Pocketbook"
"The Communicator's Pocketbook"
and other possibly useful titles

"Body Language" by Allan Pease (Sheldon Press) ISBN 0-85969-782-7

"Training With NLP - Skills for Managers, Trainers & Communicators"
by Joseph O'Conner & John Seymour ISBN 0-7225-2853-1

"Games That Trainers Play"
by John Newstrom & Edward E Scannell ISBN 0-07-046408-1
(They also have two other books, similar titles, with more games)

"Producing High Impact Learning Tools" in The High Impact Training Series
by Pamela Wade (Kogan Page) ISBN 0-7494-1711-0

"The Heart of the Enlightened"
by Anthony de Mello
(Fount Paperbacks) ISBN 0 00 627452 8
(Stories with a spiritual message but many relevant to education)

"Accelerated Learning for the 21st Century"
by Colin Rose and Malcolm J. Nicol (Piatkus, 1997)

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